



Saint Joseph's
CATHOLIC SCHOOL

Pupil Premium Grant Strategy 2020–21

With 3 Year Overview

ST JOSEPH'S CATHOLIC SCHOOL
CHURCH ROAD
LAVERSTOCK
SALISBURY
SP11QY

What is the Pupil Premium Grant and how does St Joseph's use it?

The Pupil Premium Grant is an allocation of funding given to schools by the Department of Education in order to help support and further raise the attainment of pupils who are in one or more of the following categories:

- Pupils currently eligible for free school meals (FSM)
- Pupils who have been eligible to claim for free school meals within the last six years (Ever6 FSM, referred to as Disadvantaged Learners)
- Pupils that have been adopted from care (PLAC – Previously Looked After Children)
- The children of members of our Armed Services (Service Children)
- At St Joseph's we track, monitor and support our LACs and PLACs as part of the PPG cohort so that they remain highly visible to all staff.

The funding is given directly to schools¹, and schools are encouraged to use it in ways that will promote the progress, attainment and achievement of those in receipt of the Pupil Premium through both Key Stage 3 and Key Stage 4, and ultimately secure the best possible outcomes for each learner at GCSE.

It has been important for St Joseph's to identify and develop priorities that will enhance the life chances of all those in receipt of the Pupil Premium, with particular reference to our disadvantaged learners, currently 22% of the school community. The national average for disadvantaged learners in 2018–19 was 9.3%, and in Wiltshire 15.3%. We maintain a rigorous approach to the spending of the PPG and the greatest amount spent in 2019–20 was on Teaching Learning and Assessment, closely followed by Personal Development, Behaviour and Welfare. In 2020–21 over half the projected spend will be in relation to Teaching and Targeted Academic support: our commitment to what happens in the classroom will be maintained, with support for positive behaviour for learning and attendance.

The EEF has recently asserted that 'school closures are likely to reverse progress made to narrow the gap in the last decade²' and that schools will have to develop a sustained approach to help disadvantaged students catch up. It is hoped with the introduction of the 3 year long term overview and continuing with our focus on teaching, targeted academic support and wider strategies, our students will be enabled to do exactly that.

¹ With the exception of the LAC premium which will be administered by the Virtual School Head, who will use for the child's educational needs as set out in their Personal Education Plan.

² *The Impact of School Closures on the Attainment Gap, Rapid Evidence Assessment June 2020* Education Endowment Foundation

Pupil Premium Strategy 2020–21

<u>Pupil Premium Funding 2020–21³</u>			
Total number of eligible LAC	2	Currently £2,300 per academic year: an amount of which the VSH might choose to allocate to the school.	£4,600
Total number of post-LAC	5	Currently £2,345 per academic year	£11, 725
TOTAL NUMBER OF PUPIL PREMIUM September 2020	128 Disadvantaged Learners, 45 Services		
TOTAL PUPIL PREMIUM GRANT AVAILABLE ⁴	£149, 367	£137,075 + £12, 292 carry over	
TOTAL PROJECTED SPEND 2020–21	£140,293.50		

Headline Areas for Development, 2020–2023:

PP Area of Development	Tiered Focus, Research and Evidence	PP Desired Outcome
Ensure Disadvantaged Learners enabled to access all aspects of curriculum through teaching and targeted academic support	‘Great teaching is the most important lever schools have to improve outcomes for their pupils’ ⁵ : teachers ensure all students are making progress and individualised support put in place for those not making expected progress	That by 2023, 90% of all those in receipt of PPG achieve and exceed their FFT20 target grades
Raise standards in literacy across all year groups	Teaching and targeted academic support Small group tuition +4 months (RSA, WJO)	All learners enabled to raise reading age to that of chronological age at least by end of KS3 Confidence in use of Accelerated Reader within English to support this

³ Based on January 2020 census numbers

⁵ *The EEF Guide to Supporting School Planning: A Tiered Approach 2020-21*

	1:1 tuition +5 months (RSA)	Literacy tutor activities accessed by all pupils, including disadvantaged learners
Promote and support improved attendance and wellbeing among PPG cohort	Wider strategies Social and Emotional Learning +4 months Attendance Officer to support improved attendance Wellbeing and Safeguarding Officer to support improved wellbeing	No gap between Disadvantaged Learners attendance and national average, whole school to be above national average by 2023

Pupil Premium Grant Strategy and Spending Plan 2020–21

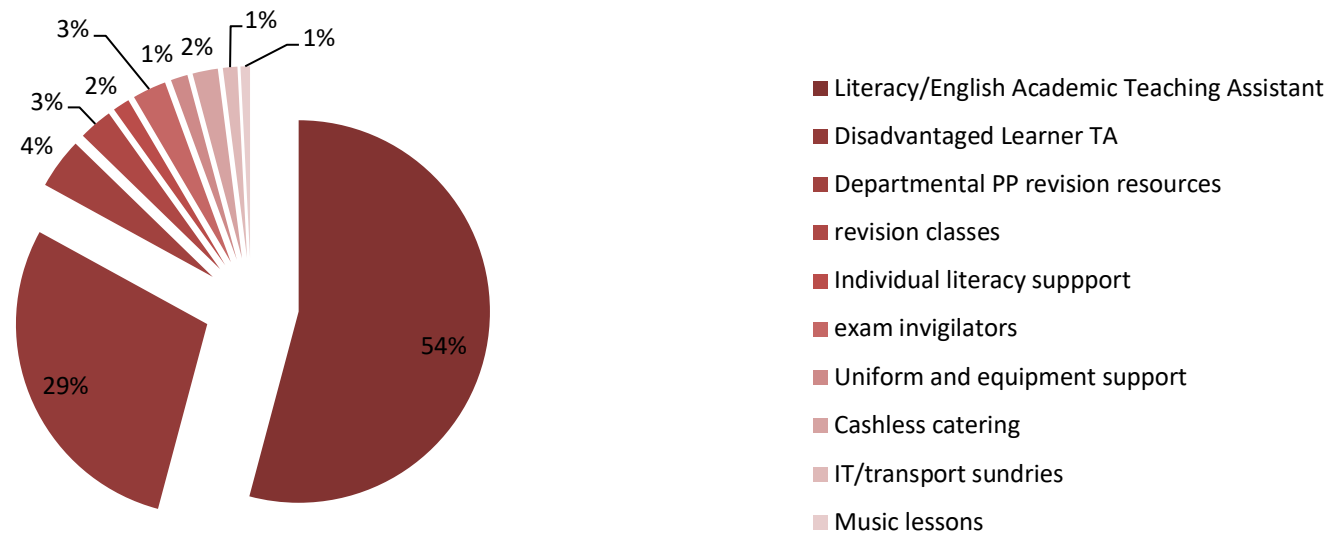
Area 1: Leadership and Management Projected Spend: £37,073

Strategy	Involving	Rationale	Evidence of Impact	Cost	RAG and comment
1.1 Assistant Head teacher maintained as Pupil Premium Champion	All staff and all disadvantaged learners	To embed best practice, continue monitoring role of departments and further hone provision for disadvantaged learners at St Joseph's. To track and monitor progress of Service children also	Attainment gap closing across all year groups, not just Year 11. Pupil Premium Champion to continue to oversee progress, hold HoD's to account and initiate support/intervention as necessary so all pupils achieving as well as possible.	The contribution from the PP grant will be £37,073: 50% of salary (inc ON costs), as AH has teaching responsibilities and other SLT duties also.	
1.2 Development and management of Pupil Conferencing for KS4 disadvantaged learners and Service children (link to 2.3)	FNO & CPE	Each individual disadvantaged learner is known, tracked and has access to a Pupil Conference 2 times a year (KS4)	Year 11 learners (focus on 25 DL and 2 of Service, monitor other 4)	£0 – but awareness of finding time to do interviews imperative.	

1.3 Secondment of Head of English to SLT with focus on co-ordinating Catch Up Premium, raising achievement and literacy across Key Stages	CPE	Valuable experience to be gained co-ordinating Catch-Up Premium, also working with FNO on Pupil Conferencing for Year 11 DLs and Service children	Catch-Up Premium to be used in a sustained, targeted and effective manner after assessment of lost learning All Year 11 DLs to have individualised support programme created and benefit from Pupil Conferencing, especially after data drops	NPQSL project, paid for by CPD budget	
1.4 PP Progress and Intervention Trackers for each year group to be compiled and updated regularly	FNO	All PPG learners' progress tracked; each PPG learner is an individual and known as such.	Overview of progress and achievement across year groups critical: can identify individual learners/subjects needing further support to ensure progression and achievement. Also ensures close analysis of intervention and support for PPG learners.	Time	

Area 2: Teaching, Learning and Targeted Academic Support : £70,043

2020-21 Teaching, Learning and Targeted Academic Support



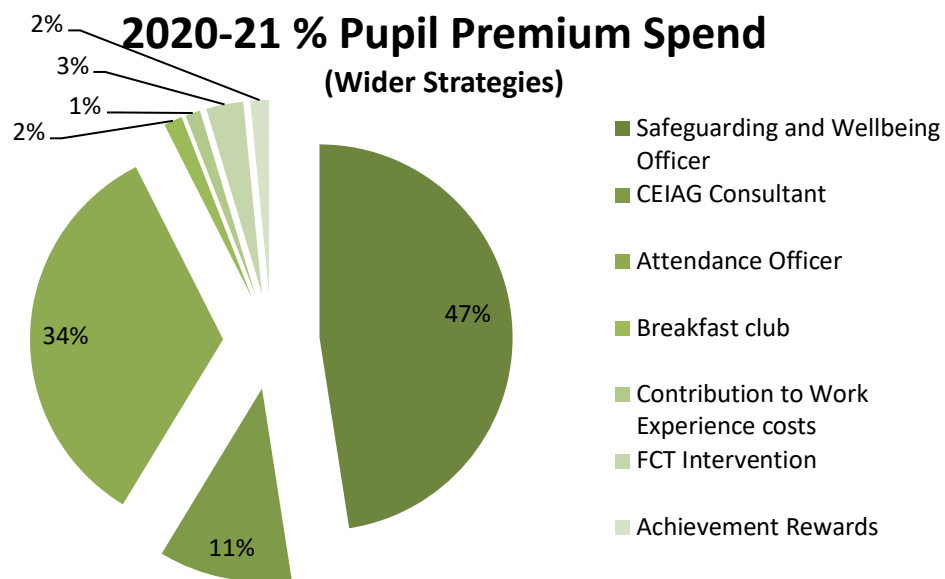
Strategy	Involving	Rationale	Evidence of Impact	Cost	RAG and comment
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2.1 SLT and HoD's to track and monitor progress of all PPG learners after each data drop for each year group, using school's data system	Heads of Department, SLT, all teaching staff	All learners in receipt of PPG known to teachers, HoD's, and SLT, so any at risk of not making progress can be identified and support /intervention put in place	Close analysis of data by HoD's and Senior Leaders helps identify barriers to rapid progress, which can then be overcome. Data Analysis HoD's critical after each AP for each year group. Thus, changes in progress/those not making expected progress will be identified and support and intervention organised as necessary.	Time after each assessment point.	
2.2 Teachers to create individualised seating plans for each class, so all pupils known, identified and supported.	All teachers and TAs,	Pupils all identified with relevant information helps individualised planning and positive classroom combinations.	Teachers know vulnerable learners (e.g.DL,, Service, EAL, SEN) and can plan with delivery to each pupil in mind. It aids understanding of each pupil and can be helpful when considering classroom movement. All plans to be completed by September 18.09.20; critical we know where children sit	Time – teachers create own seating plans.	
2.3 Continued employment of Literacy/English Academic Teaching Assistant	English specialist TA, Head of English, learners not making progress, especially disadvantaged learners	Employment of the specialist has meant smaller class sizes and that literacy needs of pupil are met.	Learners in classes make rapid progress, planning is structured to ensure literacy goals are met, and is also supporting DL TA. When not teaching, supporting KS4 learners in English.	£37,928	
2.4 Continued employment, training and support of Disadvantaged Learner TA	FNO, LOK	LOK supporting PPG learners and LAC in lessons to make sustained progress.	LOK valued by all she is working with and has helped PPG learners knowledge, understanding & progress in subjects to increase. Working closely with LA PPG learners across both key stages, KS3 and 4 LAC	£20,199	
2.5 Appointment of subject Pupil Premium Champions in Maths and English?	FNO, CPE. MHE:	Progress of, support and intervention for PPG learners across all year groups in Ma & Eng co-ordinated by appointed person.	Support of PPG learners not just matter for class teacher and HoD. Appointed person to work with HoD to ensure all PPG learners achieving well and making progress, and to co-ordinate support and interventions as necessary. To be further discussed with HoDs of Maths, English and Year 11 Director of Learning	Performance Management Target	
2.6 Departmental T&L bids for	All departments, SLT:	Departments can have brilliant ideas of how	Revision workbooks, access to a Poetry Day, calculators for DLs to take and use at home;	£3,000	

resources /strategies/ research for raising attainment of disadvantaged learners	Progress of disadvantaged learners	they can help push pupils further but need financial help to pursue these.	new resources for MFL, revision textbooks to be bought – all of these can be accessed via the department budget. Art and Technology resources also		
2.6 Individual Literacy Support lessons for KS4 LAC	RSA, KS4 learners	Literacy support needed so learner can access all aspects of GCSE confidently.	Learner not making as much progress as possible in GCSE subjects with reading and writing requirements (eg History). Specialist employed (RSA) to give 30 min sessions weekly before school to help her catch up and gain confidence. Engagement, achievement rising. 30 sessions scheduled.	£1000	
2.7 Revision classes to be continued for Year 11 Easter and May half term 2021	Teachers of different subjects, disadvantaged learners and service children individually invited to revision classes	Focussed revision sessions designed to raise attainment	Revision classes popular and well attended by Year 11 for all subjects. Many cite revision sessions as very helpful to them.	£2000	
2.8 Private music lessons	Disadvantaged learners learning musical instruments can have these paid for by PPG	All PPG learners have the right to develop interests. Can help to increase engagement, interest and resilience.	RBL has sourced funding from Wiltshire for music lessons 2020–21, small amount of shortfall to be made up by PPG.	£560	
2.9 Taxis for attendance at revision sessions, (Homework Club, Sports Clubs in winter when resumed)	Disadvantaged pupils, KS3&4	This enables pupils to get home safely after Homework Club, Sports Clubs and revision sessions when it's dark	Ensure safety of vulnerable DLs getting home when necessary. Year 11 learners have access to all revision sessions and used taxis when necessary.	£500	
2.10 Configuration of Wiltshire laptops	PGI, (SchoolCare) FNO	New laptops checked and supported by network	All DL laptops work and enable DLs to work online at home successfully	£356	
2.11 Exam invigilators	GMA, YRY	DLs with access arrangements for exams enabled	All Year 11 DLs that have specific access arrangements are catered for individually	£2000	
2.12 Uniform and equipment support	FNO, NSC	Disadvantaged learners benefit from access to new	Our Catholic ethos recognises and supports the dignity of each individual learner so can	£1,000	

		equipment and help with uniform in cases of extreme need	access all aspects of curriculum with confidence. Pupils will refer to FNO/NSC in times of need e.g. equipment, blazers etc. revision resources particularly appreciated. Parents/carers also refer to FNO/NSC for financial support eg bus pass Yr 11 for exams.		
2.13 Contribution to cashless catering	GMA, NSC	FSM learners no longer have to use disk, now same as everyone else	All FSM students given cashless card; monitor to check take up of FSM improves	£1,500	

Area 3: Wider Strategies; Personal Development, Behaviour and Welfare Projected spend: £33,177.50



	Involving	Rationale	Evidence of Impact	Cost	RAG rating
3.1 Employment of a Safeguarding and Wellbeing Officer -	ABA, RRI	Safeguarding and Wellbeing Officer will contribute to support	Safeguarding and Wellbeing Officer will support safety and wellbeing of all learners, including those that are in receipt of PPG.	£15,297	

PP to pay 50% of salary		of learners, some of whom are disadvantaged.	Wellbeing Officer to support all learners including DLs eg in attendance at Forest School to build confidence and self esteem		
3.2 Employment of an Attendance Officer – PP to pay 50% of salary	ABA, RRI, OFO, FNO	Attendance Officer will support non-attenders and families	Attendance will improve across school and DLs that have poor attendance and their families will benefit from support of Attendance Officer	£10,892.50	
3.3 Contribution to salary of CEIAG consultant in order to raise awareness of CEIAG Yrs8-11 and ensure no NEETS in Year 11	SGL, SFE (Careers Co-ordinator) and FNO	CEIAG consultant supports the choices of all learners, but has particular focus on disadvantaged learners: Year 11 pupils have multiple interviews until right pathway for them becomes clear. Year 10 disadvantaged learners focus June-July 2021	No NEETS across school 2016-19; all learners in receipt of PPG have a place in tertiary education. All year groups have CEIAG in PSHE and DLs across year groups have clear and signposted access to Sue Glover.	£3,588	
3.4 Contribution to cost of Work Experience	FNO, SFE	Work Experience Admin outsourced at cost of £35. Learners in receipt of PPG can have this paid for them to further encourage taking part.	All Year 10 PPG learners will be offered this service as it encourages them to take part, and exemplifies school's commitment to their experience of work.	£400 (50% of PPG learners requesting support)	
3.5 breakfast club for Year 7 disadvantaged learners	FNO	Ensuring positive start to the day and removing barriers to learning – eg revision skills	Year 7 Break Club to commence when appropriate; build positive relationships, remove barriers to learning and ensure positive start to the day	£500	
3.6 FCT counselling	FNO, FCT,	FCT counselling to be made available to DLs when necessary,	Some learners in receipt of PPG might need support with mental health/behavioural issues that could benefit from FCT counselling and support.	£1000	
3.7 Contributions to necessary trips and also curriculum enhancing trips	Trip organisers, pupils	A contribution to the cost of curriculum enhancing trips supports progress and attainment of	More learners in receipt of PPG taking part in school trips and extra curricula trips. Some DLs have been able to experience opportunities they might not have had access to eg Pencil; London; Battlefields 2020	£3,000 – on hold until trips resume	

		learners. Can also lead to creation of new and positive social networks.			
3.8 Achievement Rewards	Directors of Learning	Recognising achievement; motivational.	Learners across year groups value rewards that are offered and recognition of achievements, academic and otherwise.	£500	
3.9 Part funding towards alternative provision for pupils	RRI	Alternative provision for 1 pupils to increase education opportunities	A DL excluded is benefitting from the opportunity to attend alternative provision to enhance their educational opportunities and outcomes	£1000	

Pupil Premium Grant Strategy and Spending Review 2019–20

Strategy	Involving	Rationale	Evidence of Impact	Cost	RAG and comment
1.1 Assistant Head teacher maintained as Pupil Premium Champion	All staff and all disadvantaged learners	To embed best practice, continue monitoring role of departments and further hone provision for disadvantaged learners at St Joseph's. To track and monitor progress of Service children also	Attainment gap closing across all year groups, not just Year 11. Ever 6 +0.5 in 2018/19 results. Pupil Premium Champion to continue to oversee progress, hold HoD's to account and initiate support/intervention as necessary so all pupils achieving as well as possible.	The contribution from the PP grant will be £34286: 50% of salary (inc ON costs), as AH has teaching responsibilities and other SLT duties also.	
1.2 Development and management of Pupil Conferencing for KS4 disadvantaged learners and Service children (link to 2.3)	FNO (& another if possible)	Each individual disadvantaged learner is known, tracked and has access to a Pupil Conference 2 times a year (KS4)	Year 11 learners (focus on 17 DL)	£0 – but awareness of finding time to do interviews imperative.	
1.3 PP Progress and Intervention Trackers for each year group to be compiled and updated regularly	FNO	All PPG learners' progress tracked; each PPG learner is an individual and known as such.	Overview of progress and achievement across year groups helpful: can identify individual learners/subjects needing further support to ensure progression and achievement. Also ensures close analysis of intervention and support for PPG learners.	Time	
1.4 Continued employment, training and support of Disadvantaged Learner TA	FNO, LOK	LOK supporting PPG learners and LAC in lessons to make sustained progress.	LOK valued by all she is working with and has helped PPG learners knowledge, understanding & progress in subjects to increase. Working closely with LA PPG learners across both key stages (but has been deployed to HA groups with success when necessary).	£19,677	Excellent support of pupils and creation of materials in lockdown

Strategy	Involving	Rationale	Evidence of Impact	Cost	RAG and comment
2.1 SLT and HoD's to track and monitor progress of all PPG learners after each data drop for each year group, using school's data system	Heads of Department, SLT, all teaching staff	All learners in receipt of PPG known to teachers, HoD's, and SLT, so any at risk of not making progress can be identified and support /intervention put in place	Close analysis of data by HoD's and Senior Leaders helps identify barriers to rapid progress, which can then be overcome. Data Analysis HoD's critical after each AP for each year group. Thus, changes in progress/those not making expected progress will be identified and support and intervention organised as necessary.	Time after each assessment point.	
2.2 Teachers to create individualised seating plans for each class, so all pupils known, identified and supported.	All teachers and TAs, NMO	Pupils all identified with relevant information helps individualised planning and positive classroom combinations.	Teachers know vulnerable learners (e.g. DL, Service, EAL, SEN) and can plan with delivery to each pupil in mind. It aids understanding of each pupil and can be helpful when considering classroom movement. NMO working on program to help teachers create own seating plans – FNO to discuss Sept 2018	Time – teachers create own seating plans.	Very useful to inform teachers – but also critically, so we know where students sit throughout the day.
2.3 Continued employment of Literacy/English Academic Teaching Assistant	English specialist TA, Head of English, learners not making progress, especially disadvantaged learners	Employment of the specialist has meant smaller class sizes and that literacy needs of pupil are met.	Learners in classes make rapid progress, planning is structured to ensure literacy goals are met, and is also supporting DL TA. When not teaching, supporting KS4 learners in English.	£35,845	KHA continues to be an asset to the English Team and her encouragement and behaviour management of some of the more challenging members of our community is outstanding.
2.4 Appointment of subject Pupil Premium Champions in Maths and English?	FNO, CPE. MHE:	Progress of, support and intervention for PPG learners across all year groups in Ma & Eng co-ordinated by appointed person.	Support of PPG learners not just matter for class teacher and HoD. Appointed person to work with HoD to ensure all PPG learners achieving well and making progress, and to co-ordinate support and interventions as necessary. To be further discussed with HoDs of Maths, English and Year 11 Director of Learning	Performance Management Target	Not implemented 2019–20; to be discussed with English and Maths HoDs for 2020–21
2.5 Departmental T&L bids for resources /strategies/ research for raising attainment of disadvantaged learners	All departments, SLT: Progress of disadvantaged learners	Departments can have brilliant ideas of how they can help push pupils further but need financial help to pursue these.	Revision workbooks, access to a Poetry Day, calculators for DLs to take and use at home; new resources for MFL, revision textbooks to be bought – all of these can be accessed via the department budget.	£5,000	Used to excellent effect with regard to resources for students 2019–20.

2.6 Individual Literacy Support lessons for KS4 LAC	RSA, KS4 learners	Literacy support needed so learner can access all aspects of GCSE confidently.	Learner not making as much progress as possible in GCSE subjects with reading and writing requirements (eg History). Specialist employed (RSA) to give 30 min sessions weekly before school to help him catch up and gain confidence. Engagement, achievement rising. 30 sessions scheduled.	£1000	JW progressed to college able to read, write, achieving 3s in English and praise from Social Worker Can I thank you and all your team at St Joseph's for all the hard work and support you have given to xxx throughout the years. Thanks to the stability and support that xxx has been given through school, he is heading to college a mature, responsible and very caring young man! I know that Wiltshire will have just as much pleasure teaching him as you have! And please pass my thanks onto all the staff that have worked with xxx
2.7 Revision classes to be continued for Year 11 Easter and May half term	Teachers of different subjects, disadvantaged learners and service children individually invited to revision classes	Focussed revision sessions designed to raise attainment	Revision classes popular and well attended by Year 11 for all subjects. Many cite revision sessions as very helpful to them. This will be open to discussion as new intervention strategy by Directors of Learning may mean teachers feel it unnecessary to offer.	£14000	These did not take place due to no exams in 2020 but pupils do appreciate them and were attending well before lockdown
2.8 Academic breakfast clubs for disadvantaged learners	FNO	Ensuring positive start to the day and also life skills	Year 7 Break Club to start Sept 2019, aided by 2x DL Yr 9 girls (confidence boost). Yr 11 to be offered breakfast as part of MRO breakfast sessions	£1,500	Year 7/8 Club well attended weekly before lockdown
2.9 Private music lessons	Disadvantaged learners learning musical instruments can have these paid for by PPG	All PPG learners have the right to develop interests. Can help to increase engagement, interest and resilience.	RBL has sourced funding from Wiltshire for music lessons 2019–20, small amount of shortfall to be made up by PPG. PLAC music lessons to continue (paid for by PLAC amount)	£1,000 (for PLA learner) and small contribution to others	Students accessing lessons, achieving and thanks from PLAC learner's parents for all the support for his music
2.10 Taxis for attendance at revision sessions, Homework Club, Sports Clubs in winter.	Disadvantaged pupils, KS3&4	This enables pupils to get home safely after Homework Club, Sports Clubs and revision sessions when it's dark	School policy to invite pupils to Homework Club to support homework being completed. Sports clubs can help increase confidence and foster school spirit. Year 11 learners had access to all revision sessions and used taxis when necessary.	£1500	
2.12 Educational resources for disadvantaged learners – Technology/Art based	FNO, Technology Department, Art Department	All pupils have the right to access resources needed in order to be successful.	Resources are provided which enables learners to engage in lessons without worrying about how resources will be gained. Also ensures KS4 learners can be ambitious for themselves in projects without worrying about costs.	£1,500	Learners benefitted from enriched opportunities eg Year 10 DLs enabled to access SWGS ROC stars programme due to taxis home during winter months 2019–20.
2.13 Uniform and equipment support	FNO, NSC	Disadvantaged learners benefit from access to new	Our Catholic ethos recognises and supports the dignity of each individual learner so can	£1,000	Increasing requests from parents across year groups.

		equipment and help with uniform in cases of extreme need	access all aspects of curriculum with confidence. Pupils will refer to FNO/NSC in times of need e.g. equipment, blazers etc. revision resources particularly appreciated. Parents/carers also refer to FNO/NSC for financial support eg bus pass Yr 11 for exams.		
3.1 Employment of a Safeguarding and Wellbeing Officer – PP to pay 50% of salary	ABA, RRI	Safeguarding and Wellbeing Officer will contribute to support of learners, some of whom are disadvantaged.	Safeguarding and Wellbeing Officer will support safety and wellbeing of all learners, including those that are in receipt of PPG.	£15,220	Now in place and positive impact already
3.2 Employment of an Attendance Officer – PP to pay 50% of salary	ABA, RRI, OFO, FNO	Attendance Officer will support non-attenders and families	Attendance will improve across school and DLs that have poor attendance and their families will benefit from support of Attendance Officer	£10,836	Now in place
3.3 Contribution to salary of CEIAG consultant in order to raise awareness of CEIAG Yrs8–11 and ensure no NEETS in Year 11	SGL, SFE (Careers Co-ordinator) and FNO	CEIAG consultant supports the choices of all learners, but has particular focus on disadvantaged learners: Year 11 pupils have multiple interviews until right pathway for them becomes clear. Year 10 disadvantaged learners focus June–July	No NEETS across school 2016–19; all learners in receipt of PPG have a place in tertiary education. All year groups have CEIAG in PSHE and DLs across year groups have clear and signposted access to Sue Glover.	£4,090	CEIAG team working hard to ensure all learners had access to tertiary choices
3.4 Contribution to cost of Work Experience	FNO, SFE	Work Experience Admin outsourced at cost of £35. Learners in receipt of PPG can have this paid for them to further encourage taking part.	All Year 10 PPG learners will be offered this service as it encourages them to take part, and exemplifies school's commitment to their experience of work.	£400 (50% of PPG learners requesting support)	To be held over for 2020–21
3.5 FCT and NLP sessions	FNO, FCT, Nikki Emerton	FCT counselling to be made available to DLs when necessary, NLP sessions for individual students/CPD	Some learners in receipt of PPG might need support with mental health/behavioural issues that could benefit from FCT counselling and support.	£1000	NLP sessions positive, FCT particularly helpful, especially in lockdown

			NLP sessions (eg 2 for anxiety) can help improve attendance and engagement.		
3.6 Contributions to necessary trips and also curriculum enhancing trips	Trip organisers, pupils	A contribution to the cost of curriculum enhancing trips supports progress and attainment of learners. Can also lead to creation of new and positive social networks.	More learners in receipt of PPG taking part in school trips and extra curricula trips. Some DLs have been able to experience opportunities they might not have had access to eg Pencelli; London; Battlefields 2020	£3,000	Trips suspended due to lockdown
3.7 Achievement Rewards	Directors of Learning	Recognising achievement; motivational.	Learners across year groups value rewards that are offered and recognition of achievements, academic and otherwise.	£500	
3.8 Part funding towards alternative provision for pupils	RRI	Alternative provision for 1 pupils to increase education opportunities	A DL excluded is benefitting from the opportunity to attend alternative provision to enhance their educational opportunities and outcomes	£1000	To continue